

GCSE

B403

CLASSICAL GREEK

Classical Greek Prose Literature

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

--	--	--	--	--	--	--	--	--	--

Candidate
Surname

--	--	--	--	--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer **either** Section A **or** Section B.

Section A: Herodotus

Answer all the questions.

Read the Greek passage and answer the questions.

παιδιά δύο νεογνὰ ἀνθρώπων τῶν ἐπιτυχόντων δίδωσι ποιμένι τρέφειν,
ἐντειλάμενος μηδένα ἀντίον αὐτῶν μηδεμίαν φωνὴν ἰέναι, ἐν στέγῃ δὲ
ἐρήμῃ ἐφ' ἑαυτῶν κεῖσθαι αὐτά, καὶ ἐν ᾧρᾳ τὸν ποιμένα ἐπάγειν αὐτοῖς
αἶγας, πλήσαντα δὲ τοῦ γάλακτος τᾶλλα διαπράττεσθαι.

II.8-13

- 1 What have we been told that Psammetichus is keen to find out?

.....
.....[1]

- 2 *παιδιά δύο νεογνὰ*: whom is he to use for his experiment? Pick the best translation.

Put a tick (✓) in the correct box.

- | | | |
|----------|----------------------|--------------------------|
| A | two newborn children | <input type="checkbox"/> |
| B | two young children | <input type="checkbox"/> |
| C | two young shepherds | <input type="checkbox"/> |
| D | two babies | <input type="checkbox"/> |

[1]

- 3 *ἀνθρώπων τῶν ἐπιτυχόντων*: pick the best translation.

Put a tick (✓) in the correct box.

- | | | |
|----------|-------------------------|--------------------------|
| A | of fortunate men | <input type="checkbox"/> |
| B | of unfortunate men | <input type="checkbox"/> |
| C | of men he met by chance | <input type="checkbox"/> |
| D | of ordinary men | <input type="checkbox"/> |

[1]

- 4 *ἐντειλάμενος ... αὐτά* : what instructions does Psammetichus give for the experiment? You should make **two** points.

.....

.....

.....

.....[2]

- 5 (a) Give an example of how Herodotus' use of words makes these instructions emphatic. Write down your chosen word(s).

.....[1]

(b) Explain why.

.....

.....[1]

- 6 *καὶ ἐν ὥρᾳ ... διαπράττεσθαι*. Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|---|--------------------------|
| A | The shepherd must bring goats to them at the appropriate times. | <input type="checkbox"/> |
| B | The shepherd must bring cows to them. | <input type="checkbox"/> |
| C | The shepherd must let the children drink milk. | <input type="checkbox"/> |
| D | The shepherd must fill buckets with milk. | <input type="checkbox"/> |
| E | The shepherd must do nothing else for the children. | <input type="checkbox"/> |
| F | The shepherd must perform other necessary tasks for the children. | <input type="checkbox"/> |

[3]

[Turn over

7 Read and translate the Greek passage.

ταῦτα δ' ἐποίει τε καὶ ἐνετέλλετο ὁ Ψαμμήτιχος, ἐθέλων ἀκοῦσαι ἥντινα
φωνὴν ῥήξουσι πρώτην οἱ παῖδες, ἀπαλλαχθέντων τῶν ἀσήμων κνυζημάτων.

II.13-15

Translate these lines.

.....

.....

.....

.....

.....

.....

.....

.....[5]

BLANK PAGE

Question 8 is on the next page.

[Turn over

9 Is the experiment humane or inhumane? Explain your answer with reference to the passage.

[3]

[3]

Read the Greek passage and answer the questions.

Τοιούτῳ μὲν τρόπῳ προσηγάγετο τοὺς Αἰγυπτίους ὥστε δικαιοῦν δουλεύειν.
ἐχρήτο δὲ καταστάσει πραγμάτων τοιῶδε· τὸ μὲν ὄρθριον, μέχρι πληθούσης
ἀγορᾶς, προθύμως ἔπραττε τὰ προσφερόμενα πράγματα· τὸ δὲ ἀπὸ τοῦδε
ἔπινέ τε καὶ κατέσκαπτε τοὺς συμπότας καὶ ἦν μάταιός τε καὶ παιγνίμων.

V(b).1-6

10 What does Amasis persuade the Egyptians to consider it right to do?

.....
.....[1]

11 In these lines we are told how he arranges his affairs. Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|---|--------------------------|
| A | He started work early in the morning. | <input type="checkbox"/> |
| B | He stopped when the market place filled up. | <input type="checkbox"/> |
| C | He was reluctant to start work. | <input type="checkbox"/> |
| D | He worked hard all day long. | <input type="checkbox"/> |
| E | He spent the afternoon with his friends. | <input type="checkbox"/> |
| F | He despised those who gave themselves time off. | <input type="checkbox"/> |

[3]

BLANK PAGE

Question 12 is on the next page.

[Turn over

12 Read the passages and answer the question.

Ἀχθεσθέντες δὲ τούτοις οἱ φίλοι αὐτοῦ ἐνουθέτουν αὐτόν, τοιάδε λέγοντες, ὦ βασιλεῦ, οὐκ ὀρθῶς σεαυτοῦ προύστηκας, εἰς τὸ ἄγαν φλαῦρον προάγων σεαυτόν. σὲ γὰρ χρῆν ἐν θρόνῳ σεμνῷ σεμνὸν θακοῦντα δι' ἡμέρας πράττειν τὰ πράγματα· καὶ οὕτως Αἰγύπτιοι τ' ἂν ἠπίσταντο ὥς ὑπ' ἀνδρὸς μεγάλου ἄρχονται, καὶ ἄμεινον σὺ ἂν ἤκουες· νῦν δὲ ποιεῖς οὐδαμῶς βασιλικά·

Disgusted by these practices, his friends used to admonish him, speaking as follows: 'O king, you do not conduct yourself correctly, leading yourself on into too much frivolity. For, seated in majesty on a majestic throne, you should conduct business throughout the day; and in this way both would the Egyptians understand that they are ruled by a great man and would you yourself have a better reputation; but now in no way at all are you doing what befits a king.'

V(b).7-13

How do Amasis' friends persuade him that his behaviour is wrong?

In your answer you should refer to the **Greek** and discuss Herodotus' choice and position of words and other stylistic features. In your answer you should include the following points:

- Amasis' current behaviour
- how his friends feel he should behave
- the Egyptians' opinion of Amasis.

Marks are awarded for the quality of the written communication of your answer.

SPEC

.....[10]

Read the Greek passage and answer the questions.

*Ὁ δὲ ἡμείβετο τοῖσδε αὐτοῦς, 'Οἱ τὰ τόξα κεκτημένοι, ἐπὶ μὲν δέωνται
 χρῆσθαι, ἐντείνουσιν· ἐπὶ δὲ χρήσονται, ἐκλύουσιν· εἰ γὰρ δὴ τὸν πάντα
 χρόνον ἐντεταμένα εἶη, ἐκραγείη ἄν.'*

V(b).14-17

- 13** Pick out **two** details from Amasis' comment about the bow and explain how he goes on after this passage to apply each to a man's life.

.....[4]

- 14** From the stories you have read, how typical is this response of Amasis to his friends' criticism? Give **two** clear points and an example for each.

.....[4]

Section A Total [50]
[Turn over]

Do **not** answer Section B if you have already answered Section A.

Section B: Demosthenes

Answer all the questions.

Read the Greek passage and answer the questions.

παρήει δ' οὐδείς. πολλάκις δὲ τοῦ κήρυκος ἐρωτῶντος οὐδὲν μᾶλλον
ἀνίστατ' οὐδείς, ἀπάντων μὲν τῶν στρατηγῶν παρόντων, ἀπάντων δὲ τῶν
ῥητόρων, καλούσης δὲ τῇ κοινῇ τῆς πατρίδος φωνῇ τὸν ἐροῦνθ' ὑπὲρ
σωτηρίας· ἦν γὰρ ὁ κήρυξ κατὰ τοὺς νόμους φωνὴν ἀφήσει, ταύτην κοινὴν
τῆς πατρίδος δίκαιον ἡγεῖσθαι.

14.12-17

- 15** παρήει δ' οὐδείς ... ὑπὲρ σωτηρίας: no one came forward. Give **three** reasons why this is surprising.

.....

.....

.....

.....

.....[3]

- 16** κατὰ τοὺς νόμους: pick the best translation.

Put a tick (✓) in the correct box.

- | | | |
|----------|-----------------------|--------------------------|
| A | according to the law | <input type="checkbox"/> |
| B | because of the laws | <input type="checkbox"/> |
| C | against the law | <input type="checkbox"/> |
| D | according to the laws | <input type="checkbox"/> |

[1]

17 ἡγεῖσθαι: pick the best translation.

Put a tick (✓) in the correct box.

- | | | |
|----------|------------------|--------------------------|
| A | to lead | <input type="checkbox"/> |
| B | to consider | <input type="checkbox"/> |
| C | to be considered | <input type="checkbox"/> |
| D | to be led | <input type="checkbox"/> |

[1]

18 How does Demosthenes go on to explain that he himself was the right man to come forward?
Make **two** clear points.

.....

.....

.....

.....

.....[2]

[Turn over

19 Read the passages and answer the question.

καὶ μετὰ ταῦτα οἱ μὲν εὐθὺς ἐξαναστάντες
μεταξὺ δειπνοῦντες τοὺς τ' ἐκ τῶν σκηνῶν τῶν
κατὰ τὴν ἀγορὰν ἐξείργον καὶ τὰ γέρρα
ἐνεπίμπρασαν, οἱ δὲ τοὺς στρατηγούς
μετεπέμποντο καὶ τὸν σαλπικτὴν ἐκάλουν· καὶ
θορύβου πλήρης ἦν ἡ πόλις. τῇ δ' ὑστεραίᾳ, ὅμα
τῇ ἡμέρᾳ, οἱ μὲν πρυτάνεις τὴν βουλὴν ἐκάλουν
εἰς τὸ βουλευτήριον, ὑμεῖς δ' εἰς τὴν ἐκκλησίαν
ἐπορεύεσθε, καὶ πρὶν ἐκείνην χρηματίσαι καὶ
προβουλευσαι πᾶς ὁ δῆμος ἄνω καθῆτο. καὶ
μετὰ ταῦτα ὡς ἦλθεν ἡ βουλὴ καὶ ἀπήγγειλαν οἱ
πρυτάνεις τὰ προσηγγελμέν' ἑαυτοῖς καὶ τὸν
ἥκοντα παρήγαγον· κακεῖνος εἶπεν, ἡρώτα μὲν ὁ
κῆρυξ ὅτις ἀγορεύειν βούλεται·

And after this some immediately rose from their seats while in the middle of dining and began to thrust out the men from the stalls all over the market-place and they set the wicker hurdles on fire; others began to summon the generals and call for the trumpeter; and the city was full of commotion. The next day, at dawn, the presiding councillors called the council to the council chamber, and you all began to journey to the Assembly, and before the council had proceeded to business and prepared an agenda, the whole people sat down on the hill. After this, as the council came and the presiding councillors announced what had been reported to them and brought forward the man who had come and he spoke, the herald asked, 'Who wants to speak in the Assembly?'

14.2-12

Show how Demosthenes presents a vivid picture of a city under threat.

In your answer you should refer to the **Greek** and discuss Homer's choice and position of words and any other stylistic features. In your answer you should mention the following points:

- the actions of the presiding councillors
- Demosthenes' use of time
- atmosphere.

Marks are awarded for the quality of written communication of your answer.

SPE

.....
.....
.....
.....[10]

20 How would Demosthenes' account of this crisis make an impact on the jury and hold their attention? Give **three** examples. You can refer to any part of the story you have read.

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.....
.....
.....
.....
.....
.....
.....[3]

[Turn over

Read the Greek passage and answer the questions.

ἔτυπτον καὶ τὰς ἀμίδας κατεσκεδάννυνον καὶ προσεύρουν, καὶ ἀσελγείας
καὶ ὕβρεως οὐδ' ὅτιοῦν ἀπέλειπον.

15.12-13

21 What complaint have the sons of Conon (the subjects of ἔτυπτον) just been making?

.....

.....

..... [1]

22 What do the sons of Conon do next? Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- A** They overturn the chamberpots. ☐
- B** They urinate on the slaves. ☐
- C** They behave politely to the slaves. ☐
- D** They are guilty of shameless and arrogant behaviour. ☐
- E** They leave out shamelessness and arrogance. ☐
- F** They beat the slaves. ☐

[3]

Read the Greek passage and answer the questions.

ὁρῶντες δ' ἡμεῖς ταῦτα καὶ λυπούμενοι τὸ μὲν πρῶτον ἀπεπεμψάμεθα, ὥς δ' ἐχλεύαζον ἡμᾶς καὶ οὐκ ἐπαύοντο, τῷ στρατηγῷ τὸ πρᾶγμ' εἵπομεν κοινῇ πάντες οἱ σύσσιτοι προσελθόντες, οὐκ ἐγὼ τῶν ἄλλων ἔξω.

15.14-17

- 23** What prompts the speaker and his friends to report the matter to the general? Make **two** points.

.....

.....

.....

.....[2]

- 24** τῷ στρατηγῷ ... τῶν ἄλλων ἔξω: write down and translate **one** Greek word or phrase which emphasises that the speaker is not alone in making his complaint.

.....

.....[2]

- 25** Read the Greek passage and answer the questions.

λοιδορηθέντος δ' αὐτοῖς ἐκείνου καὶ κακίσαντος αὐτοὺς οὐ μόνον περὶ ὧν εἰς ἡμᾶς ἡσέλγαινον, ἀλλὰ καὶ περὶ ὧν ὅλως ἐποίουν ἐν τῷ στρατοπέδῳ, τοσούτου ἐδέησαν παύσασθαι ἢ αἰσχυνθῆναι,

15.17-20

Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|--|--------------------------|
| A | The general rebuked the sons of Conon. | <input type="checkbox"/> |
| B | The general rebuked those who had complained. | <input type="checkbox"/> |
| C | The sons of Conon were guilty of outrageous behaviour. | <input type="checkbox"/> |
| D | Those who complained were guilty of bad behaviour in the camp. | <input type="checkbox"/> |
| E | Those who behaved badly stopped at once. | <input type="checkbox"/> |
| F | Those who behaved badly felt no shame. | <input type="checkbox"/> |

[3]

[Turn over

26 Read the passages and answer the question.

τοσούτου ἔδεξαν παύσασθαι ἢ αἰσχυρῆναι, ὥστ' ἐπειδὴ θάπτον συνεσκότασεν, εὐθὺς ὡς ἡμᾶς εἰσεπῆδησαν ταύτῃ τῇ ἐσπέρᾳ, καὶ τὸ μὲν πρῶτον κακῶς ἔλεγον, τελευτῶντες δὲ καὶ πληγὰς ἐνέτειναν ἐμοί, καὶ τοσαύτην κραυγὴν καὶ θόρυβον περὶ τὴν σκηνὴν ἐποίησαν ὥστε καὶ τὸν στρατηγὸν καὶ τοὺς ταξιάρχους ἔλθειν καὶ τῶν ἄλλων στρατιωτῶν τινάς, οἵπερ ἐκόλυσαν μηδὲν ἡμᾶς ἀνήκεστον παθεῖν μηδ' αὐτοὺς ποιῆσαι παροινουμένους ὑπὸ τουτωνί.

But so far were they from ceasing from it or being ashamed that, as soon as it grew dark, they at once burst in to us that evening, and first they began to insult us, but then they ended up dealing blows to me, and they made such a great shouting and uproar about the tent that both the general and the captains came and some of the other soldiers, who prevented us from suffering anything incurable and prevented us from doing anything incurable to them, enduring as we were violent drunken behaviour at their hands.

15.20-27

How does Demosthenes make this a vivid and dramatic piece of writing?

In your answer you should refer to the **Greek** and discuss Demosthenes' choice and position of words and other stylistic features. In your answer you should include the following points:

- the actions of the men
- the intervention of those in authority
- choice of vocabulary and sentence structure.

Marks are awarded for the quality of written communication of your answer.

SPENCER

27 How successful do you feel the speaker's portrayal of the situation would have been in terms of persuading the jury?

DECLINING

[Turn over

28 Read and translate the Greek passage.

τοῦ δὲ πράγματος εἰς τοῦτο προελθόντος, ὥς δεῦρ' ἐπανήλθομεν, ἦν ἡμῖν, οἷον εἰκός, ἐκ τούτων ὀργὴ καὶ ἔχθρα πρὸς ἀλλήλους.

15.27-29

Translate these lines.

[5]

Section B Total [50]

Paper Total [50]

Copyright Acknowledgements:

Sources:

Section A

Tales from Herodotus (BCP Greek Texts), by Herodotus (Author), G.S. Farnell (Editor), M. Goff (Editor), Bristol Classical Press; New Ed edition (1 Jun 1991); ISBN: 0862920914

Ibid Section 2 lines 8-22

Ibid Section V(b) lines 1-17

Section B

From *A Greek Anthology (JACT)*, Cambridge University Press, 2002 ISBN 0 521 00026 2

Ibid Section 14 Demosthenes *On the Crown* lines 2-12

Ibid Section 14 Demosthenes *On the Crown* lines 12-17

Ibid Section 15 Demosthenes *On the Crown* lines 12-29

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SPECIMEN

The maximum mark for this paper is 50.

SPECIMEN

Section A: Herodotus		
Question Number	Answer	Max Mark
1	What have we been told that Psammetichus is keen to find out? Who were the first of men.	[1]
2	παιδιά δύο νεογνά: whom is he to use for his experiment? Pick the best translation. A - two newborn children	[1]
3	ἀνθρώπων τῶν ἐπιτυχόντων: pick the best translation. D - of ordinary men	[1]
4	ἐντειλάμενος ... αὐτά : what instructions does Psammetichus give for the experiment? You should make two points. That no one should utter any sound in their presence. (1) That they should live alone in a lonely cottage. (1)	[2]
5(a) (b)	Give an example of how Herodotus' use of words makes these instructions emphatic. Write down your chosen word(s). Explain why. One of: Repetition of μηδένα ... μηδεμίαν ἐν στέγῃ δὲ ἐρήμῃ ἐφ' ἑαυτῶν - on their own (ἐφ' ἑαυτῶν) in a lonely (ἐρήμῃ) cottage	[1] [1]
6	καὶ ἐν ὥρᾳ ... διαπράττεσθαι. Tick the three correct statements. A - The shepherd must bring goats to them at the appropriate times. C - The shepherd must let the children drink milk. F - The shepherd must perform other necessary tasks for the children.	[3]
7	Translate these lines. Use the Marking grid at the end of the mark scheme.	[5]

Section A: Herodotus		
Question Number	Answer	Max Mark
8	<p>How does Herodotus engage the reader's interest in this passage?</p> <ul style="list-style-type: none"> the actions of the subjects of the experiment <p>Our pity/sympathy evoked for babies - stretching out arms and falling at shepherd's feet Single word of direct speech very effective Babies often repeat word, so must have some important meaning Babies acting in concert, so again it must have some intent 'bekos' could be their imitation of the noise made by goats, so they could be asking for their milk</p> <ul style="list-style-type: none"> the reactions of the shepherd <p>Shepherd at first remains quiet and doesn't report it - we wonder why, as this is against instructions Shepherd uncertain - a normal human reaction: he doesn't want to get into trouble, but once he is sure of the word he reports it</p> <ul style="list-style-type: none"> Herodotus' use of time <p>Herodotus has telescoped time to make story more vivid - 2 years have passed. Herodotus then draws the time out again by saying 'to the shepherd opening ... they said "bekos"'. τὰ μὲν δὴ πρόωτα: we feel a little frustrated, because we want to know what it means Sense of longer period of time with πολλάκις φοιτῶντι...πολὺ Yet we still don't know what it means - Herodotus delays this discovery, thus keeping our interest The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	[10]
9	<p>Is the experiment humane or inhumane? Explain your answer with reference to the passage.</p> <p>Humane/justifiable:</p> <p>Their basic needs for food/shelter are taken care of. He really believes that he will be able to find out the answer, so he feels justified. He believes in the power of rational enquiry - emphasis on πυνθόμεναι (repeated).</p> <p>Inhumane/unjustifiable:</p> <p>No love/communication offered, which is also a basic need. Pathos of line where babies reach out to him and clearly want him as their carer.</p>	[3]

Section A: Herodotus		
Question Number	Answer	Max Mark
9 Cont'd	<p>Emphasis on their isolation: ἐρήμῃ, ἐφ' ἑαυτῶν, μηδένα...μηδεμίαν.</p> <p>No interest in the children as individuals - 'meaningless babblings'.</p> <p>The length of time they are isolated - διετῆς χρόνος.</p> <p>The injustice of experimenting on babies who cannot consent.</p> <p>How could he really expect to find the answer? Conclusion based on the premise that people 'naturally' speak Phrygian.</p>	
10	<p>What does Amasis persuade the Egyptians to consider it right to do?</p> <p>To serve him/be his slaves.</p>	[1]
11	<p>In these lines we are told how he arranges his affairs. Tick the three correct statements.</p> <p>A - He started work early in the morning.</p> <p>B - He stopped when the market place filled up.</p> <p>E - He spent the afternoon with his friends.</p>	[3]
12	<p>How do Amasis' friends persuade him that his behaviour is wrong?</p> <ul style="list-style-type: none"> Amasis' current behaviour <p>They rebuke him and try to shame him.</p> <p>They say he is not conducting himself properly - οὐκ ὀρθῶς σεαυτοῦ προύστηκας.</p> <p>He devotes himself to too much frivolity - εἰς τὸ ἄγαν φλαυῖρον προάγων σεαυτόν.</p> <p>He is not behaving like a king - οὐδαμῶς βασιλικά.</p> <p>Shocking content of this short sentence is very effective after the longer ones.</p> <ul style="list-style-type: none"> how his friends feel he should behave <p>They set out a model for good behaviour.</p> <p>He ought to work all day - δι' ἡμέρας.</p> <p>He ought to be 'solemn' or 'majestic' - they repeat σεμνῶ σεμνὸν in different cases for emphasis.</p> <p>Chiasmus and alliteration of ἐν θρόνῳ σεμνῶ σεμνὸν θακοῦντα for emphasis.</p> <p>Alliteration of πράττειν τὰ πράγματα.</p> <ul style="list-style-type: none"> the Egyptians' opinion of Amasis <p>They encourage him by saying that the Egyptians would think better of him if he behaved better.</p>	[10]

Section A: Herodotus		
Question Number	Answer	Max Mark
12 Cont'd	<p>Implication that the Egyptians do not think well of him currently.</p> <p>Flattery that he is a great man, but the Egyptians do not yet recognise it - <i>Αιγύπτιοί τ' αὖν ἠπίσταντο ...</i></p> <p>Idea that he would have a better reputation among his people - implies that his current reputation is not flattering to him - <i>ἄμεινον σὺ ἂν ἤκουες.</i></p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
13	<p>Pick out two details from Amasis' comment about the bow and explain how he goes on after this passage to apply each to a man's life.</p> <p>He says that those who have bows string them for use, (1) but then unstring them when they have finished using them.(1) He also says that if bows were kept strung all the time they would break.(1)</p> <p>Like the bow, a man needs periods of rest between periods of work. (1) (If a man works all the time and never takes time off for recreation, he, too, will break.)</p>	[4]
14	<p>From the stories you have read, how typical is this response of Amasis to his friends' criticism? Give <u>two</u> clear points and an example for each.</p> <p>He is very clever - this 'parable' is used to make the Egyptians concur with his way of thinking, just like the transformation of the golden washbowl into a statue.</p> <p>He is determined to maintain his life of 'balance', so will justify it any way he can: the story of the washbowl showed him just as unconcerned by people's disapproval as he is here.</p> <p>He is not honest: the transformation of the washbowl and the fact that he used to lie and steal when he ran out of the necessities of life is evidence for this. Here he is shamelessly manipulating his friends.</p> <p>He enjoys a joke at others' expense: how can his friends argue with the bow 'parable'? The washbowl incident was a joke at the expense of his reluctant subjects, and we are told earlier in this part of the story that he enjoyed making fun of his fellow-drinkers after work.</p>	[4]
Section A Total		[50]

Section B: Demosthenes		
Question Number	Answer	Max Mark
15	<p><i>παρήει δ' οὐδείς ... ὑπὲρ σωτηρίας</i>: no one came forward. Give three reasons why this is surprising.</p> <p>The herald asked repeatedly - <i>πολλάκις</i>. All the generals were present. All the orators were present. The city was calling her citizens on a matter of security. Any three of these.</p>	[3]
16	<p><i>κατὰ τοὺς νόμους</i>: pick the best translation. D - According to the laws.</p>	[1]
17	<p><i>ἡγείσθαι</i>: pick the best translation. B - To consider.</p>	[1]
18	<p>How does Demosthenes go on to explain that he himself was the right man to come forward? Make two clear points.</p> <p>There were many rich (and well-disposed) citizens who could have come forward to speak for Athens, but this was not enough. Athens needed someone who understood the events (and why Philip was planning to attack): (Demosthenes had all of these attributes.)</p>	[2]
19	<p>Show how Demosthenes presents a vivid picture of a city under threat.</p> <ul style="list-style-type: none"> the actions of the presiding councillors <p>Presiding councillors were dining, but immediately leapt up and took action. Crisis management - thrust people off market-stalls and set fire to wicker hurdles: to raise the alarm and clear the area. Call generals and trumpeters - military action is imminent. Call council to meeting in council-chamber - to prepare agenda for Assembly. Give everyone a chance to speak in Assembly - to decide on course of action.</p> <ul style="list-style-type: none"> Demosthenes' use of time 	[10]

Section B: Demosthenes		
Question Number	Answer	Max Mark
19 Cont'd	<p>Everything happens very quickly - immediately (εὐθὺς) leap up even while in the middle of (μεταξὺ) dining.</p> <p>Pushing them off market stalls and setting fire to them - hasty actions.</p> <p>τῇ ὑστεραίᾳ: the next day the council is called - at daybreak (ἅμα τῇ ἡμέρᾳ), so again no delay.</p> <p>The people are seated on the Pnyx even before the agenda has been drawn up - sense of urgency.</p> <ul style="list-style-type: none"> • atmosphere <p>The speed and number of actions leads to confusion.</p> <p>καὶ θορύβου πλήρης ἦν ἡ πόλις: short sentence after long one to summarise confusion in the city - very effective - we can visualise people running about shouting and the fire in the market-place.</p> <p>Change of subject from οἱ πρυτάνεις to ὑμεῖς δ' ... ἐπορεύεσθε. Draws audience in - they remember running to the Pnyx to await the Assembly.</p> <p>Atmosphere of expectation: they were seated even before the agenda could be drawn up - πᾶς ὁ δῆμος ἄνω καθῆτο.</p> <p>Expectation again in last sentence: long sentence finally culminates in the question they have been waiting for - 'τίς ἀγορεύειν βούλεται;' But before that they have to sit through the announcement of the councillors and the introduction of the messenger and his account.</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
20	<p>How would Demosthenes' account of the crisis make an impact on the jury and hold their attention? Give <u>three</u> examples. You can refer to any part of the story you have read.</p> <ul style="list-style-type: none"> • Puts across the urgency - ἅμα τῇ ἡμέρᾳ, εὐθὺς, μεταξὺ δειπνοῦντες. • People ready before the Council arrives. • Clearly states the procedures with which they could identify – (organisation of an assembly, emergency measures like removing the stalls.) <p>Draws them in - ὑμεῖς.</p> <p>Appeals to their patriotism – (your country needs someone to speak for her.)</p> <p>Direct speech – herald.</p> <p>Visual element – clearing of agora, mention of individuals – trumpeter, news bringer, herald.</p> <p>(Long sentences, but) short one for effect παρήγει δ' οὐδείς.</p> <p>Placates them by saying he knows everyone <i>would</i> have come forward, but it needed someone with special knowledge.</p> <p>Reminds them that he was that man with special knowledge (and that was why he was lauded in the first place.)</p> <p>Any three.</p>	[3]

Section B: Demosthenes		
Question Number	Answer	Max Mark
21	<p>What complaint have the sons of Conon (the subjects of ἑταπτον) just been making?</p> <p>The slaves were annoying them with smoke while they were cooking.or The slaves were insulting them.</p>	[1]
22	<p>What do the sons of Conon do next? Tick the three correct statements.</p> <p>A - They overturn the chamberpots. D - They are guilty of shameless and arrogant behaviour. F - They beat the slaves.</p>	[3]
23	<p>What prompts the speaker and his friends to report the matter to the general? Make two points.</p> <p>The sons of Conon ridicule the speaker and his friends. They will not stop.</p>	[2]
24	<p>τῷ στρατηγῷ ... τῶν ἄλλων ἔξω: write down and translate one Greek word or phrase which emphasises that the speaker is not alone in making his complaint.</p> <p>κοινῇ - together, in common πάντες οἱ σύσσιτοι - all the messmates οὐκ ἐγὼ τῶν ἄλλων ἔξω - not I (alone) without the others</p>	[2]
25	<p>Tick the three correct statements.</p> <p>A - The general rebuked the sons of Conon. C - The sons of Conon were guilty of outrageous behaviour. F - Those who behaved badly felt no shame.</p>	[3]
26	<p>How does Demosthenes make this a vivid and dramatic passage?</p> <ul style="list-style-type: none"> the actions of the men <p>The men have no shame - ἐδέησαν ... αἰσχυνθῆναι. They don't stop when asked to - ἐδέησαν παύσασθαι. They go straight back to the attack that night - ἐπειδὴ θάττον συνεσκότασεν ... They jump on the speaker and his friends - ἡμᾶς εἰσεπήδησαν. They insult them and rain blows on them - κακῶς ἔλεγον ... πληγὰς</p>	[10]

Section B: Demosthenes		
Question Number	Answer	Max Mark
26 Cont'd	<p>ἐνέτειναν ἐμοί. They cause uproar and confusion - <i>τοσαύτην κραυγὴν καὶ θόρυβον ... ἐποίησαν.</i> They are determined to do damage to the speaker and his friends - <i>ἐκώλυσαν μηδὲν ἡμᾶς ἀνήκεστον παθεῖν.</i></p> <ul style="list-style-type: none"> • the intervention of those in authority <p>The noise is such that an enormous number of people comes to the rescue - the general, the captains and some of the other soldiers. Emphasised by the long list and the anaphora of <i>καὶ τὸν στρατηγὸν καὶ τοὺς ταξιάρχους ... καὶ τῶν ἄλλων στρατιωτῶν τινάς.</i> Idea that there would have been bad injuries caused without this intervention - <i>ἐκώλυσαν μηδὲν ἡμᾶς ἀνήκεστον παθεῖν ...</i> It took so many of them to stop the attack. Outrageous that even the general and captains were got out of bed to deal with it.</p> <ul style="list-style-type: none"> • the choice of vocabulary and sentence structure <p>Anaphora as mentioned above. Result clauses - <i>τοσούτου ἐδέησαν ... ὥστ' and τοσαύτην κραυγὴν καὶ θόρυβον ... ἐποίησαν ὥστε ...</i> <i>τὸ μὲν πρῶτον ... τελευτῶντες δὲ:</i> just when it seems it can get no worse, it does! Time expressions - <i>ἐπειδὴ θάπτον συνεσκότασεν, εὐθὺς, ταύτῃ τῇ ἐσπέρᾳ.</i> Tautology for emphasis - <i>κραυγὴν καὶ θόρυβον.</i> The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
27	<p>How successful do you feel the speaker's portrayal of the situation would have been in terms of persuading the jury?</p> <p>You should make two clear points, referring either to the passage above or to other parts of the story for examples.</p> <p>Any two or other suitable point:</p> <p>Very successful/ because the speaker/ portrays himself as being, (in general,) above such behaviour. The speaker does not retaliate,/ despite being distressed and /(suffering beatings.) He presents a clear account of the wrongdoings (of the sons of Conon) and summarises it in <i>ἀσελγείας ... ἀπέλειπον.</i> He was not alone in making his complaint – (he emphasises that) others went with him to the general./ Once he gets home/ he does not try to start a lawsuit/ until provoked. Their own father who should have controlled them treated him far worse.</p>	[4]

Section B: Demosthenes		
Question Number	Answer	Max Mark
28	<p>Translate these lines.</p> <p>Use the Marking grid at the end of the mark scheme.</p>	[5]
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered in detail; • A good range of accurate Greek quotation and developed discussion of these; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	<ul style="list-style-type: none"> • Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some accurate Greek quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited Greek quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no Greek quotation and/or no discussion of evidence; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

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Marking grid for set text translation 5-mark questions

- [5]** Perfectly accurate
- [4]** Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission
- [3]** Overall sense correct, with several serious errors or omissions
- [2]** Parts correct; a few correct phrases but overall sense lacking or unclear
- [1]** Isolated knowledge of vocabulary only
- [0]** Totally incorrect or omitted

N.B. Consequential errors should not be penalised.

Assessment Objectives Grid

Question	AO1	Total
1-28	60	60
Total	60	60

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